

Person Specification: Inclusion Manager and SENDCo

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher status. • Evidence of continuing professional development • Successful leadership experience • National Award for Special Educational Needs Co-ordination (NASENCo) 	<ul style="list-style-type: none"> • Post-graduate qualification, e.g. masters degree • Further specialist qualifications in areas linked to pupils with AEN
Experience	<ul style="list-style-type: none"> • Experience of teaching the whole primary age range • Experience of working with children with AEN and/or EAL • Experience of liaising with external agencies for additional support and to gain funding for pupils • Experience of budget management • Experience of working alongside other teachers in the development of teaching and learning • Experience of at least five years of involvement within inclusion provision in a school environment • Experience of conducting assessments, setting targets and monitoring, evaluating and recording progress, and producing reports on pupils with AEN 	<ul style="list-style-type: none"> • Experience of leading a team of teachers on a curriculum initiative • Experience of training other teachers • Experience in the recruitment of prospective inclusion staff
Knowledge and understanding	<ul style="list-style-type: none"> • A thorough knowledge of a range of interventions and strategies to support the progress of children with AEN and/or EAL in a mixed-ability class setting 	<ul style="list-style-type: none"> • An understanding of the broader secondary and primary context and Government initiatives to raise achievement

	<ul style="list-style-type: none"> • A thorough knowledge and understanding of SEN best practice and systems including those around statutory assessment and multi agency communication • An understanding of the factors promoting effective transfer of learners from one phase of education to the next • A thorough knowledge and understanding of the principles behind school improvement including, school improvement planning, monitoring, review and evaluation of progress • Knowledge and understanding of the SEND Code of Practice • Knowledge of effective management and deployment of resources • An understanding of the funding-support mechanism for pupils with SEN 	<ul style="list-style-type: none"> • A knowledge of up to date national issues relating to inclusion
Skills	<ul style="list-style-type: none"> • Ability to support, develop and maintain good practice across the teaching team through the modelling of good practice and coaching with regard to AEN and or EAL • Ability to robustly monitor and evaluate the quality of provision across the school with regard to AEN and or EAL • Ability to effectively interpret and analyse data with regard to attainment and progress identifying areas for 	<ul style="list-style-type: none"> • Good influencing and negotiation skills

	<p>development and strategically planning for improvement</p> <ul style="list-style-type: none"> • Ability to organise and sustain systematic support from a variety of providers for a range of AEN • Ability to manage the coordination of teaching assistants in support of pupils with AEN • Ability to advise and motivate teaching staff with AEN and/ or EAL initiatives • Excellent written and verbal communication for a variety of audiences, including children, parents, staff, governors and other professionals • Good presentation skills with the ability to enthuse and motivate others • Confident in the use of information technology for administrative tasks and curriculum use • Ability to work effectively as part of the school leadership team • Ability to maintain good order and discipline and to share in the corporate responsibility for all pupils, whether on the school premises or during authorised activities elsewhere. 	
Personal characteristics	<ul style="list-style-type: none"> • Able to prioritise workload effectively in order to consistently meet strict deadlines 	<ul style="list-style-type: none"> • Preparedness to attend national and regional venues for meetings and training sessions

	<ul style="list-style-type: none"> • Willingness to share expertise, skills and knowledge • Sensitive to the aspirations, needs and self esteem of others • Committed to team working • Willingness to address challenging issues with clarity of purpose and diplomacy • Committed to equal opportunities and its practical application across the full range of the school's activities • Committed to safeguarding and promoting the welfare of children and expecting all staff to share this commitment • Flexible and approachable with a good sense of humour • A solution focussed mindset and determined 'no excuses' approach to raising standards 	
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